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ABSTRACT

This package of camera ready masters is one of a set of twelve documents describing the Career Planning Support System (CPSS) and its use. (CPSS is a comprehensive guidance program management system which (1) provides techniques to improve a high school's career guidance program, (2) focuses on the skills students need to make decisions about and pursue their life goals, and (3) offers the school step-by-step directions in planning, developing, implementing, and evaluating an upgraded career guidance program that is compatible with student career development needs and resources available in the school and community.) Included are masters (questionnaires, instructions, CPSS Program Information File, etc.) needed for the following CPSS activities: Resource Assessment, Surveying, Tabulation, Selecting Program Goals, and Producing Career Development Units (CDUs). The number of copies and time for use is explained in the coordinator's handbook component (CE 012 562) of CPSS. (TA)

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CAMERA READY MASTERS

B/M-1 Resource Assessment. B/M-2 Surveying. B/M-3 Tabulation.
B/M-4 Selecting Program Goals. B/M-5 Producing CDU's.

CAREER PLANNING SUPPORT SYSTEM

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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*This document is part of the Career Planning Support System.

CE 012 563

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CAMERA READY MASTERS

B/M-1 Resource Assessment

1. Descriptive and Evaluative Data on the Existing Career Guidance Program.* Insert after this page descriptions of career development activities being conducted by your school prior to the start of CPSS. Also provide any available evidence that indicates that the activities are effective. If possible, limit the description and evaluative data for each prior career development activity to one page. A suggested format for documenting an existing activity is given below:

   A. Name of Activity: Use only if the activity has an official and/or popular designation that most people in the school will recognize.

   B. Goal(s): List the stated goal(s) for the activity, if available.

   C. Objective(s): List the stated objective(s) for the activity, if available.

   D. Activity Leader(s): List the individual(s) within and, if appropriate, outside the school who has prime responsibility for the activity.

   E. Infusion Point: Identify where the activity is being conducted.

   F. Schedule: Provide the date(s) or time period(s) during which the activity is conducted.

   G. Activity: Briefly describe the activity. If possible, include a description of at least the following: (1) methods, including materials used in the order of their use and (2) the amount of time needed by students to complete the method.

   H. Resources:

      a. People — List the names of all individuals who are responsible for instruction, coordination, counseling, etc., in the activity. For each individual, provide the amount of time utilized for the activity.

      b. Materials — List all materials used, such as pamphlets, films, books, forms, etc., and the amount of time each is used.

      c. Equipment — List all equipment, such as projectors, tape recorders, etc., used and the amount of time each is used.

      d. Space — List only unusual space requirements.

      e. Funds — List the money that is being spent for the activity.

   I. Evaluative Data: Briefly describe evidence that indicates that the activity is effective. If available, cite the degree to which students achieve objectives and their reactions to participating in the activity.

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*Information for this item is collected only once.

2. Current Career-Related Programs in Feeder Schools. Identify and briefly describe career-related programs currently being conducted at the schools (elementary, middle, and junior high) whose majority of students eventually attend your high school. Use additional pages if necessary.

School	Grade Level(s)	Kind of Career-Related Program(s)

Information accurate as of _____.
(date)

3. State and District Career Guidance/Development Goals. Attach or write below the career guidance or development goals described or suggested by your state educational agency or local district.

School Resources

4. Faculty/Staff.

a. How many faculty/staff members (administrators, counselors, teachers, teacher's aides, secretaries, etc.) does your school have? List the faculty/staff members by unit or department (administration, counseling and guidance department, verbal communication department, social studies department, etc.) and by type of people (administrator, teacher, etc.). The list already printed below is just to get you started. Please add appropriate positions.

Organizational Unit/Type of Personnel	Number
Administration	
Administrators	
Secretaries	
Guidance and Counseling	
Counselors	

Total Number of Administrators =
Total Number of Department Chairpersons =
Total Number of Teachers =
Total Number of =
Total Number of =

Information accurate as of _____.
(date)

Organizational Unit/Type of Personnel	Number

b. List the support personnel assigned to your school (such as psychologists, social workers, speech therapists, etc.) and the extent of the services they provide to your school.

Type	% Time in School	Duties

Information accurate as of _____.
(Date)

5. Career Development Materials.

a. List below the types of career-related materials in your school and their number, age, location, and the person to contact to use them. There is no need to duplicate information here. If the information is already catalogued somewhere, just reference its location.

Type of Materials in the School	Number of Items	Publication Date Oldest	Publication Date Newest	Location	Contact Person
Books					
Pamphlets					
Career Kits (SRA, etc.)					
_____					
_____					
_____					
Films or Videotapes					
Filmstrips					
Job Kits					
Records or Tapes					
Periodicals					
Other (Specify)					
_____					
_____					
_____					
_____					

Information accurate as of _____.
(date)

b. Identify any agencies or units (such as media centers, film libraries, instructional services centers, etc.) in your school district, state department of education, local library, labor organization, etc., that store and distribute career development materials. Also, specify the way(s) specific materials can be identified (for instance, by using manuals, or catalogues) and the procedures for acquiring the materials for your school's use. There is no need to duplicate information here. If the information is already catalogued somewhere, just reference its location.

Agency/Location	Method for Identifying Material	Procedures for Acquiring Use of Material

Information accurate as of _____.
(date)

6. Equipment. Identify the types and specify the number and location of equipment in your school that could be used in a career guidance program. Identify the individual responsible for scheduling the use of the equipment.

Type of Equipment	Number	Location	Contact Person
Overhead Projector			
Slide Projector			
Movie Projector			
Tape Recorder			
Other (Specify)			
_____			
_____			
_____			
_____			

Information accurate as of _____ _____.
(date)

7. Space. Identify the rooms that may be used for career development activities. Give the capacity of each and mention whether the room can be darkened for film-viewing. Identify the person responsible for scheduling the space.

Identification of Space	Capacity	May Be Darkened	Period(s) Available	Contact Person

Information accurate as of_____.
(date)

8. Funds. List the type of funds that may be used for the implementation of career development units. List the amounts available and any restrictions on their use. Identify the individual responsible for spending these funds.

Types of Funds	Amount Available	Restrictions	Contact Person

Information accurate as of _____.
(date)

Community Resources

9. Universities and Colleges. List the universities and two- and four-year colleges in your metropolitan area or county. Identify their general programs, the persons to contact for information and/or assistance, and their phone numbers.

University or College and Location	General Programs	Contact Person	Phone

(Source:)

Information accurate as of _____.
(date)

10. Occupational Preparation Schools. List the private and public vocational and technical institutions and other occupational preparation schools in your metropolitan area or county. Identify their general programs, the name of persons to contact for information and/or assistance, their phone numbers, and a summary of entry requirements. Attach additional sheets if necessary.

School/Location	General Programs	Contact Person	Phone	Summary of Entry Requirements

(Source:)

Information accurate as of _____.
(date)

11. Occupational Preparation Programs. List the organizations that offer apprenticeship programs, formal industrial training programs, and other formal occupational preparation programs not listed in the previous item but available in your metropolitan area or county. Also list the programs they offer, the persons to contact for information and assistance, their phone numbers, and a summary of entrance requirements. Attach additional sheets if necessary.

Organization and Location	Programs	Contact Person	Phone	Summary of Entrance Requirements

(Source:)

Information accurate as of_____.
(date)

12. Post-secondary Assistance. List the organizations (not previously listed) in your metropolitan area or county that now provide or could provide students and former students assistance with obtaining information on identifying, selecting, and entering colleges, universities, vocational and technical schools, and other occupational preparation programs. Also list the services they offer, the persons to contact for assistance and information, their phone numbers, and any constraints relevant to the programs, such as limitation on the number of clients, etc. Attach additional sheets if necessary.

Organization and Location	Services Offered	Contact Person	Phone	Constraints

(Source:)

Information accurate as of _____.
(date)

13. Occupational Selection Assistance. List the organizations in your metropolitan area or county that now provide or could provide students and former students of this school assistance with selecting an occupation (such as occupational awareness, testing, work experience, etc.). Also list the services they offer, the persons to contact for information and assistance, their phone numbers, and any constraints relevant to the programs, such as limitations on the number of clients, etc. Attach additional sheets if necessary.

Organization and Location	Services Offered	Contact Person	Phone	Constraints

(Source:)

Information accurate as of _____.
(date)

14. Job Placement Assistance. List the organizations in your metropolitan area or county that now provide or could provide job placement to students and former students of this school. For each organization, list the services offered, the persons to contact for information and assistance, their phone numbers, and any constraints relevant to the programs, such as limitations on the number of clients, etc. Attach additional sheets if necessary.

Organization and Location	Services Offered	Contact Person	Phone	Constraints

(Source:)

Information accurate as of _____.
(date)

15. Part-time Employment Assistance. List the organizations in your metropolitan area or county that now provide or could provide students and former students of this school assistance with acquiring part-time employment. Also list what services are offered, the persons to contact for information or assistance, their phone numbers, and possible constraints relevant to the services, such as limitations on the number of clients.

Organization and Location	Services Offered	Contact Person	Phone	Constraints

(Source:)

Information accurate as of _____.
(date)

16. Special Programs. List the organizations in your attendance area, metropolitan area, or county that now provide or could provide students and former students of this school assistance with selecting and placement in special programs, such as remedial reading, and speech development. Also list the services offered, the persons to contact for information and assistance, their phone numbers, and any constraints relevant to the programs, such as limitations on the number of clients, etc. Attach additional sheets if necessary.

Organization and Location	Services Offered	Contact Person	Phone	Constraints

(Source:)

Information accurate as of _____ .
(date)

17. Help for Emotional and Physical Problems. List the organizations in the metropolitan area or county that now provide or could provide students and former students assistance with emotional and physical problems. Also list the services offered, the persons to contact for information and assistance, their phone numbers, and any constraints relevant to the programs, such as limitations on the number of clients, etc.

Organization and Location	Services Offered	Contact Person	Phone	Constraints

(Source:)

Information accurate as of _____.
(date)

18. District Guidance/Career Education Administrative Services.

a. Using the most current information you can find, show the school district organizational chart, including lines of authority overseeing guidance/career education activities. If it is not clearly shown on the organizational chart, provide a list of names and positions of primary decision-makers.

Information accurate as of _____,
(date)

b. Using the most current information you can find, provide a list of names and positions of other district staff/persons who have responsibility or interest in the areas of guidance and/or career education.

Name	Position

Information accurate as of _____,
(date)

19. People. List below the names of persons in your metropolitan area or county that now provide or could provide students and former students with specific career information. Also list their career expertise, their phone numbers, and any constraints upon utilizing them as resources.

Name	Area of Expertise	Phone	Constraints

Information accurate as of _____ .
(date)

Community and School Description

20. Population. Using the most current information you can find, fill in the blanks below, crossing out inappropriate designations and stating the source of your information.

a. The number of people who live(d) in your metropolitan area (Standard Metropolitan Statistical Area as defined by the U.S. Bureau of the Census) or county in 19___ is/was _____.

(Source:)

b. The number of people who live(d) in your school attendance area (the geographic area in which the students of this school live) in 19___ is/was _____ .

(Source:)

21. Population Changes. Using the most current information you can find, fill in the blanks below, crossing out the inappropriate designations and stating by what percentage the population increased or decreased between the last census and the one that preceded it. Also state the source of your information.

a. The population of your metropolitan area (Standard Metropolitan Statistical Area as defined by the U.S. Bureau of the Census)/county:

Increased by _____ percent between 19__ and 19__ .

Decreased by _____percent between 19__ and 19__ .

(Source:)

b. The population of your school's attendance area (the geographic area in which most of the students live):

Increased by _____ percent between 19__ and 19__ .

Decreased by _____ percenr between 19__ and 19__ .

(Source:)

22. Occupations. Using the most current information you can find, fill in the blanks below or on the next page. The classifications below are those used by the U.S. Department of Commerce, Bureau of the Census. On the next page (items 22c and 22d) are the classifications as listed from the U.S. Department of Labor's *Dictionary of Occupational Titles*. Use the list which best corresponds to those classifications used in your location. If neither set seems appropriate or convenient, you have the option of crossing them out and writing in comparable classifications.

a. During 19___, residents of the metropolitan area or county were employed in different occupational areas as follows:

Occupational Area	Percent of Distribution in Metropolitan Area/County		
	Men	Women	Total
1. Professional	_____	_____	_____
2. Managerial	_____	_____	_____
3. Sales	_____	_____	_____
4. Clerical	_____	_____	_____
5. Craft workers	_____	_____	_____
6. Operatives	_____	_____	_____
7. Nonfarm laborers	_____	_____	_____
8. Farmers and farm managers	_____	_____	_____
9. Farm laborers	_____	_____	_____
10. Service workers except private household	_____	_____	_____
11. Private household	_____	_____	_____

(Source:)

b. During 19___, workers in the United States were employed in different occupational areas as follows:

Occupational Area	Percent of Distribution in U.S.		
	Men	Women	Total
1. Professional	_____	_____	_____
2. Managerial	_____	_____	_____
3. Sales	_____	_____	_____
4. Clerical	_____	_____	_____
5. Craft workers	_____	_____	_____
6. Operatives	_____	_____	_____
7. Nonfarm laborers	_____	_____	_____
8. Farmers and farm managers	_____	_____	_____
9. Farm laborers	_____	_____	_____
10. Service workers except private household	_____	_____	_____
11. Private household	_____	_____	_____

(Source:)

DO NOT COMPLETE THIS PAGE IF YOU COMPLETED ITEMS 4a and 4b ON THE LAST PAGE.

c. During 19___, residents of the metropolitan area or county were employed in different occupational areas as follows:

Occupational Area	Percent of Distribution in Metropolitan Area/County		
	Men	Women	Total
1. Professional, Technical, Managerial	_____	_____	_____
2. Clerical and Sales	_____	_____	_____
3. Service	_____	_____	_____
4. Farming, Fishery, Forestry, and Related Occupations	_____	_____	_____
5. Processing	_____	_____	_____
6. Machine Trades	_____	_____	_____
7. Benchwork	_____	_____	_____
8. Structural Work	_____	_____	_____
9. Miscellaneous	_____	_____	_____

(Source:)

d. During 19___, workers in the United States were employed in different occupational areas as follows:

Occupational Area	Percent of Distribution in U.S.		
	Men	Women	Total
1. Professional, Technical, and Managerial	_____	_____	_____
2. Clerical and Sales	_____	_____	_____
3. Service	_____	_____	_____
4. Farming, Fishery, Forestry, and Related Occupations	_____	_____	_____
5. Processing	_____	_____	_____
6. Machine Trades	_____	_____	_____
7. Benchwork	_____	_____	_____
8. Structural Work	_____	_____	_____
9. Miscellaneous	_____	_____	_____

(Source:)

23. Unemployment. The average unemployment rate in the metropolitan area/county during the last year, 19___, was as follows:

(You may expand or revise the racial/ethnic categories in the tables to reflect the racial/ethnic composition in your area.)

RACIAL/ETHNIC GROUP	SEX				TOTAL	
	Female		Male			
	No.	%	No.	%	No.	%
Black						
White						
Other						
TOTAL						

Information accurate as of _____.
(date)

24. School Boundaries. The boundaries for the attendance area of this school are: (attach map if available)

25. Distance to Boundary. The distance from this school to the farthest point on the boundary is _____ miles.

26. Size of Attendance Area. The size of the attendance area is _____ square miles.

27. Bus Transportation. The number and percentage of students who travel to this school by school bus are:

_____

_____ % of the student body

Information accurate as of _____.
(date)

28. Student Enrollment. Using the most current information you can find, complete the following two tables. (You may expand or revise the racial/ethnic categories in the tables to reflect the student racial/ethnic composition in your particular school.)

a. The number (No.) and percentage (%) of students, by racial/ethnic group and sex, that are enrolled in this school for the present academic year (19___) are as follows:

RACIAL/ETHNIC GROUP AND SEX	GRADE LEVEL 9		10		11		12		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%
Female Black										
Female White										
Female Other										
Male Black										
Male White										
Male Other										
TOTAL		100%		100%		100%		100%		100%

Information accurate as of _____.
(date)

b. The number (No.) and percentage (%) of students, by racial/ethnic group and sex, that are projected for the next academic year (19___) are as follows: (If this information is not easily projected or estimated by racial/ethnic and sex categories, simply provide totals.)

RACIAL/ETHNIC GROUP AND SEX	GRADE LEVEL 9		10		11		12		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%
Female Black										
Female White										
Female Other										
Male Black										
Male White										
Male Other										
TOTAL		100%		100%		100%		100%		100%

Information projected on: _____.
(date)

29. Dropouts. The number and percentage of students who dropped out (not transfers) from your school during the past three years are:

Year	Number	Percentage
19___		
19___		
19___		

Information accurate as of _____.
(date)

30. Course Offerings. Using other sheets if needed or attaching any information already prepared, list the course areas (English, mathematics, etc.) and types and levels of courses your school offers in each area.

Area	Type and Level of Courses

Information accurate as of_____.
(date)

31. Class Scheduling System. Describe the scheduling system used in this school (number, length, and types of time periods; length of school day, term, year). Attach a schedule if already prepared and appropriate.

Information accurate as of _____.
(date)

32. In-service Education. Describe the following, using this sheet and attaching any other you may need.

a. Describe all in-service education currently being conducted or planned in the area of career development. Include the names, positions, and amount and type of education received.

b. Describe the in-service educational requirements for faculty/staff of this school, including the amount of time required, the subject matter, and the means by which requirements are established.

Information accurate as of _____.
(date)

33. Determination of Course Content. List below the procedures for determining the content of courses or guidance services offered in this school. List also the names or positions of those who make decisions related to this activity.

a. Procedures:

1.

2.

3.

4.

5.

-

-

b. Names or Positions of Key Decision-makers:

1.

2.

3.

4.

5.

-

-

Information accurate as of _____.
(date)

Resource Accounting

34. People. Faculty/staff members of this school who are currently involved in career development activities.*

Name	Department	Title	CDU/Activity	Time Period	
				Day	Time

*For a listing of all faculty/staff, see item 4 in the CPSS Program Information File.

35. Equipment. Equipment used in the school to support career development activities.*

Type of Equipment	CDU/Activity	Time Period	
		Date	Time

*For a listing of all equipment see item 6 in the CPSS Program Information File.

36. Materials. Materials being used in the school to support career development activities.*

Type or Name of Materials	CDU/Activity	Time Period	
		Date	Hour

*For a listing of all materials in the school see item 5 in the CPSS Program Information File.

37. Space. Space in the school that is being used for career development activities.*

Identification of Space	CDU/Activity	Time Period	
		Date	Time

*For a listing of all rooms and the capacity of the rooms see item 7 in the CPSS Program Information File.

38. Funds. The amount of money being used to support career development activities.*

Type of Funds	Amount Used	CDU/Activity

*For a complete listing of all funds see item 8 in the CPSS Program Information File.

39. External Services. Services provided by agencies/organizations in the community in support of this school's career development activities.*

External Agency/Organization	Type of Service	CDU/Activity	Time Period	
			Date	Time

*For a listing of all external services available in the community see items 9 - 19 in the CPSS Program Information File.

CAMERA READY MASTERS

B/M-2 Surveying

CAREER PLANNING SUPPORT SYSTEM

Student Questionnaire

Please check the appropriate box for each item:

Grade: 9 ☐ 10 ☐ 11 ☐ 12 ☐

KNOWING YOURSELF AND OTHERS

Yes	No		
☐	☐	1.	Have you learned how to explore your interests, abilities, and values?
☐	☐	2.	Have you learned how to identify and solve personal problems that many young people have while in high school?
☐	☐	3.	Have you learned how to apply logical steps in making important decisions in your life, such as choosing a job, further education, or a place to live?
☐	☐	4.	Have you learned how the different attitudes people have toward males and females can affect job or education and training opportunities?
☐	☐	5.	Have you learned how the different attitudes people have toward racial, ethnic, and religious groups can affect job or education and training opportunities?
☐	☐	6.	Have you learned how to deal with situations that you may encounter after leaving high school, such as being financially independent, remaining single, getting married, and raising a family?

EXPLORING JOBS

Yes	No		
☐	☐	7.	Have you learned how to use standard job reference materials, such as *The Occupational Outlook Handbook*, *The Dictionary of Occupational Titles*, and *The Encyclopedia of Careers?*
☐	☐	8.	Have you learned the specific characteristics of several jobs, such as pay, training required, work hours, opportunity for advancement, vacation, and demand for the job?
☐	☐	9.	Have you learned the general daily activities that are performed on several jobs?
☐	☐	10.	Have you learned how to find out whether your interests, values, and abilities match those needed on several jobs?

GO TO NEXT PAGE

GETTING A JOB AND KEEPING IT

Yes ☐ No ☐ 11. Have you learned how to correspond properly with a potential employer by correctly filling out a job application form, writing a good letter of application, and preparing an adequate summary of your qualifications and experience?

☐ ☐ 12. Have you learned how to present yourself effectively in a job interview?

☐ ☐ 13. Have you learned how to find and use various resources in the community, such as employment bulletins, employment agencies, and people, that could assist you in finding a job?

☐ ☐ 14. Have you learned how to use problem-solving techniques to deal with situations that you might find on the job, such as poor communication, prejudice, attitude and value conflicts, getting along with fellow-workers and supervisors?

EXPLORING EDUCATION AND TRAINING

Yes ☐ No ☐ 15. Have you learned the characteristics of several different educational or training programs, such as what jobs they prepare you for, cost of the program, and what is required for entrance and graduation?

☐ ☐ 16. Have you learned how to find out whether your interests, values, and abilities match those appropriate for specific educational or training programs?

☐ ☐ 17. Have you learned how to use the various resources available to you (such as brochures, catalogues, and people in the programs) to explore educational or training programs?

GETTING THE EDUCATION AND TRAINING YOU NEED

Yes ☐ No ☐ 18. Have you learned how to plan what courses you should take in high school so that they will apply to the job or jobs you might want to have later?

☐ ☐ 19. Have you learned how to apply for entrance into an educational or training program, such as contacting the appropriate person, correctly completing an application form?

☐ ☐ 20. Have you learned how to use problem-solving techniques to deal with situations that you might find in educational or training programs, such as getting along with fellow students and teachers and maintaining a good grade average?

Yes	No	
☐	☐	21. In general, do you want help in choosing and planning for the type of career you want and the education and/or training it requires?

22. What do you plan to do when you graduate from high school? Check all the boxes, a through f, that describe you present plans.

☐ a. Work full-time.

☐ b. Work part-time.

☐ c. Enroll in a one-to-three-year occupational preparation training program, such as a technical school, community college, nursing program, etc.

☐ d. Enroll in a four-or-more-year college or university, or enroll in a community or junior college and transfer to a four-year school later.

☐ e. I don't know.

☐ f. Other (please specify) _____

23. What do you plan to be on your first full-time job after you have completed all of your education or training? (For example, teacher, carpenter, dentist, nurse, etc.) If you are not certain, please give your best guess.

_____

_____

24. Add any comments you wish to make.

Name (optional) _____

THIS IS THE LAST PAGE. PLEASE BE SURE YOU HAVE ANSWERED EACH ITEM.

Form No. 1

ADMINISTRATION DIRECTIONS:
STUDENT AND PARENT QUESTIONNAIRES

The date for administration of the questionnaires is _____ at _____.
(Date) (Time or class period)

Step 1 Make sure that by that date you have received a copy of the Student Questionnaire and a Parent Questionnaire envelope for each student in your class.

NOTE: The following are procedures for administering the Student and Parent Questionnaires. To maintain consistency among administrators, please try to follow the steps as closely as possible.

Step 2 On the day of administration, wait until all students are in the room, seated, and have pencils or pens.

Step 3 Distribute one Student Questionnaire to each student.

Step 4 Read the following capitalized directions to students. (Remember, a slow, clear presentation is essential.)

WHAT I HAVE JUST PASSED OUT TO YOU IS A QUESTIONNAIRE, NOT A TEST. IF YOU'LL AVOID LOOKING AT IT FOR A MOMENT, WE'LL GO THROUGH IT TOGETHER AFTER I'VE EXPLAINED WHY WE'RE ASKING ALL THE STUDENTS IN THIS SCHOOL TO FILL OUT THESE QUESTIONNAIRES.

AS SOME, IF NOT ALL, OF YOU KNOW, OUR SCHOOL IS USING THE CAREER PLANNING SUPPORT SYSTEM TO IMPROVE OUR CAREER GUIDANCE PROGRAM. WHAT WE HAVE TO DO FIRST IS FIND OUT WHAT KINDS OF CAREER PLANNING HELP YOU NEED SO THAT WE DON'T WASTE TIME DESIGNING ACTIVITIES THAT TEACH YOU WHAT YOU ALREADY KNOW. THIS QUESTIONNAIRE IS DESIGNED TO FIND OUT WHAT CAREER SKILLS YOU NEED HELP WITH. THE ONLY "RIGHT" ANSWERS ARE THE ONES THAT ARE "RIGHT" FOR YOU. LET'S GLANCE THROUGH THE QUESTIONNAIRE TOGETHER NOW, BUT PLEASE DON'T START MARKING IT UNTIL WE'VE FINISHED.

THE QUESTION AT THE TOP OF THE FIRST PAGE ASKS FOR YOUR GRADE LEVEL. JUST CHECK THE BOX THAT IS APPROPRIATE FOR YOU.

THE NEXT TWENTY QUESTIONS ASK WHETHER YOU HAVE LEARNED CERTAIN CAREER SKILLS THAT ARE IMPORTANT IN PLANNING AND ACHIEVING A CAREER. AS YOU CAN SEE, THE QUESTIONS ARE GROUPED UNDER CAPITALIZED HEADINGS. EACH OF THOSE HEADINGS DESCRIBES WHAT THE QUESTIONS IMMEDIATELY UNDER IT ARE ABOUT. FOR INSTANCE, THE FIRST HEADING IS "KNOWING YOURSELF AND OTHERS," AND QUESTIONS 1 - 6 ASK WHETHER YOU HAVE LEARNED HOW TO FIND OUT ABOUT YOUR INTERESTS AND ABILITIES, WHETHER YOU HAVE LEARNED HOW TO MAKE PERSONAL AND IMPORTANT DECISIONS IN A LOGICAL WAY, AND SO ON. THE QUESTIONS UNDER THE OTHER HEADINGS ARE ABOUT EXPLORING JOBS, GETTING A JOB AND KEEPING IT, EXPLORING EDUCATION AND TRAINING, AND GETTING THE EDUCATION AND TRAINING YOU NEED.

TO ANSWER THESE FIRST TWENTY QUESTIONS, CHECK EITHER THE BOX LABELED "YES" OR THE BOX LABELED "NO." IF YOU'RE NOT SURE YOU'VE LEARNED ALL OF THE SKILLS LISTED IN A QUESTION, YOUR ANSWER TO THE QUESTION SHOULD BE "NO."

PLEASE DON'T THINK THAT THE QUESTIONS ABOUT JOBS SHOULD BE ANSWERED ONLY BY STUDENTS WHO PLAN TO WORK AFTER HIGH SCHOOL INSTEAD OF GOING ON TO SCHOOL. WHEN "JOBS" ARE MENTIONED ON THE QUESTIONNAIRE, WE MEAN ALL TYPES OF FULL-TIME, PAID WORK AFTER HIGH SCHOOL OR OTHER EDUCATION, SUCH AS SALES, CARPENTRY, NURSING, SECRETARIAL WORK, TEACHING, OR BEING A LAWYER.

ALSO, DO NOT THINK THAT THE QUESTIONS ABOUT EDUCATION AND TRAINING SHOULD BE ANSWERED ONLY BY STUDENTS WHO PLAN TO ATTEND COLLEGE. WHEN "EDUCATIONAL OR TRAINING PROGRAMS" ARE MENTIONED, WE ARE INCLUDING ALL TYPES OF LEARNING EXPERIENCES, SUCH AS ON-THE-JOB TRAINING, COLLEGE, UNIVERSITY, APPRENTICESHIP PROGRAMS, COMMUNITY AND JUNIOR COLLEGE, AND TECHNICAL SCHOOL. ALL OF THE QUESTIONS ON THIS QUESTIONNAIRE ARE DIRECTED TO ALL STUDENTS REGARDLESS OF WHAT YOUR FUTURE PLANS ARE.

QUESTIONS 21 - 23 ARE SELF-EXPLANATORY. JUST REMEMBER THAT YOU CAN CHECK MORE THAN ONE BOX TO ANSWER QUESTION 22. IN QUESTION 24, PLEASE MAKE ANY COMMENTS YOU WISH ABOUT YOUR OWN CAREER NEEDS OR ABOUT THE SCHOOL'S CAREER GUIDANCE PROGRAM.

THERE IS A SPACE FOR YOUR NAME AT THE BOTTOM OF THE LAST PAGE BUT YOU DO NOT HAVE TO SIGN THE QUESTIONNAIRE UNLESS YOU WANT TO. WHETHER OR NOT YOU SIGN YOUR NAME IS ENTIRELY UP TO YOU. IF YOU SIGN YOUR NAME, YOUR QUESTIONNAIRE MAY BE KEPT IN A COUNSELOR'S FILES FOR FUTURE USE BY COUNSELORS IN SESSIONS WITH YOU. REGARDLESS OF WHETHER YOU SIGN YOUR NAME, YOUR QUESTIONNAIRE WILL BE SEEN ONLY BY COUNSELORS AND BY THOSE PERSONS WHO TABULATE THE QUESTIONNAIRES.

WE'RE ASKING ALL THE STUDENTS IN OUR SCHOOL TO FILL OUT THESE QUESTIONNAIRES BUT YOU DO NOT HAVE TO ANSWER ANY OF THE QUESTIONS UNLESS YOU WANT TO. OF COURSE, WE HOPE THAT YOU ALL WILL BECAUSE IN ORDER TO DESIGN A CAREER GUIDANCE PROGRAM THAT MEETS THE NEEDS OF OUR STUDENTS, WE MUST FIND OUT WHAT THOSE NEEDS ARE.

YOU MAY BEGIN ANSWERING THE QUESTIONNAIRE NOW. IF YOU HAVE ANY QUESTIONS, RAISE YOUR HAND AND I'LL TRY TO ANSWER THEM.

NOTE: When asked by a student for help on a question, explain the question and/or instructions. Do not suggest how to answer.

Step 5 When all students have finished, collect all questionnaires. Do not read the students' answers.

Step 6 Read the following capitalized directions to students.

WE BELIEVE THAT IT IS ALSO IMPORTANT FOR THE SCHOOL TO LEARN HOW YOUR PARENTS OR GUARDIANS FEEL ABOUT CAREER GUIDANCE, SO WE'VE PREPARED A QUESTIONNAIRE FOR THEM, TOO. A COPY OF THAT QUESTIONNAIRE IS INSIDE EACH OF THESE ENVELOPES, ALONG WITH A LETTER OF EXPLANATION.

PLEASE GIVE YOUR PARENTS OR GUARDIANS AN ENVELOPE AND ASK THEM TO COMPLETE THE QUESTIONNAIRE. THEN RETURN THEIR QUESTIONNAIRE TO ME IN THE ENVELOPE IN ONE WEEK.

THANKS FOR DOING YOUR PART TODAY IN IMPROVING OUR CAREER GUIDANCE PROGRAM.

Step 7 Distribute the envelopes to students.

Step 8 Keep the completed Student Questionnaires in a safe place until they are picked up by a member of the Student Questionnaire Team.

Step 9 During the next week, administer the Student Questionnaire to any students who were absent on the day of the initial administration. (You may choose to have them complete the questionnaire as an out-of-class assignment.) These completed questionnaires will be picked up by a member of the Student Questionnaire Team approximately one week after your initial administration of Student Questionnaires.

Step 10 Keep the completed Parent Questionnaires in a safe place as they are returned to you. They will be picked up by a member of the Parent Questionnaire Team one week after you gave them to your students.

CAREER PLANNING SUPPORT SYSTEM

Parent Questionnaire

We have grouped student career development skills into five general areas and would like to know how important you feel it is for the high school to help students acquire skills in each of these areas. Your opinions will help us in determining where to initially focus our efforts in order to improve our school's career guidance program.

Please place a "1" in the space in front of the area you believe to be the most important career development area to stress in high school. Place a "2" in front of the area you feel is second in importance. Continue ranking the remaining areas, giving the area you feel to be least important a rank of "5." Be sure to rank all areas.

1. Career Development Skill Areas

Rank

____ I. Knowing Oneself and Others — Skills students need to become aware of themselves and their environment in order to be effective in the changing world of work.

____ II. Exploring Jobs — Skills students need to find out information about jobs in order to relate their interests, abilities, and values to various jobs.

____ III. Getting a Job and Keeping It — Skills students need to locate, obtain, and adjust to a job.

____ IV. Exploring Education and Training — Skills students need to find out information about various educational or training programs that can best prepare them for jobs.

____ V. Getting the Education and Training One Needs — Skills students need to locate, enter, and adjust to an educational or training program.

Yes ☐ No ☐ 2. In general, do you think it is important for high schools to help students choose and plan for the type of career they want and the education and/or training it requires?

3. Please add any comments you wish to make about the school's career guidance program.

Form No. 2

Dear Parent or Guardian:

Students, teachers, counselors, and administrators in our high school are working together to improve the school's guidance program. We are determined to provide the best career guidance program possible with our resources—a program to help your child relate school activities to the world of work and further job-related training or education after high school.

The process we are using to redesign our career guidance program is called the Career Planning Support System, which is explained in the enclosed brochure. Our new program will be based on the career development needs of students. Perhaps your son or daughter has told you about the student questionnaires, aimed at identifying these needs, that all students at this school have been asked to fill out.

In conjunction with identifying student needs, it is important that we find out what kinds of career guidance assistance parents want their children to receive in school. Therefore, we ask that you fill out the enclosed questionnaire and have your son or daughter return to school the completed form in the enclosed envelope. (If you receive more than one questionnaire, please complete and return only one.) We ask that you not put your name on the questionnaire; your responses will remain anonymous. You may choose not to answer some or all of the questions, but, of course, we hope you will help the students in our school by completing the entire form.

On behalf of the students, teachers, counselors, and administrators of our school, I want to thank you in advance for filling out and returning the questionnaire. You can be assured that parents' responses will help us develop a better career guidance program for our students.

Sincerely,

Principal

Form No. 2A

A CLOSER LOOK AT.....

Form No. 2B

Our school is concerned about the problems students all over the country are having in preparing for useful, personally satisfying careers. Some high school-age young people do not have the skills and knowledge necessary to even look for a job, let alone prepare for a career. Relatively simple activities such as completing a job application form and writing a resume can be monumental (and unsuccessful) tasks for a young person ill-prepared.

Because all our efforts are directed toward helping our students make a life for themselves after high school, we want to give them the career development assistance they need. We are determined to develop the best career guidance program possible with our resources, and we have chosen the Career Planning Support System (CPSS) to help us do that.

BASED ON STUDENT NEEDS

CPSS is a set of procedures and materials that help schools redesign their career guidance programs based on the needs of all students—minority students, girls as well as boys, students who haven't yet decided what they want to do after high school as well as the college-bound and those who plan to work immediately after high school. The project begins by identifying our students' career development needs and the resources our school and community have to meet those needs. Then the CPSS procedures demonstrate how our school can set goals and objectives for our program and develop detailed strategies for accomplishing them. The goals and objectives are based on students' needs but also reflect the opinions of parents, recent graduates, and our faculty/staff.

Because the goals and objectives show what students should be able to do or understand after participating in career development activities, they provide a standard against which we can decide whether our program is doing its job. CPSS itself provides procedures our school can use to check periodically whether the program is responding to the career development needs of students. Our program can be altered to reflect changes in our school, student body, and society itself.

The work of redesigning our career guidance program will be done by work groups composed of students, faculty/staff, administrators, and interested persons in the community. This kind of involvement fosters a "common cause" attitude that other schools have found healthy. The CPSS procedures and materials are designed to insure that the work students and others do is of professional quality. They include materials that teach any necessary concepts that may be unfamiliar to students and to community persons unaccustomed to working with schools.

EXTENSIVELY TESTED

CPSS has been under development since 1971 by The Ohio State University's Center for Vocational Education, under the auspices of the National Institute of Education. It has been tested in forty schools in twelve states.

We look forward to the tasks ahead, because we believe that CPSS can help us help our students. If you have any questions concerning CPSS, please contact the school. We'll be happy to discuss the project with you.

CAREER PLANNING SUPPORT SYSTEM

Graduate Questionnaire

Listed below are twenty career development skills that are important elements of a career guidance program. Please indicate whether you received adequate help in each of the skills while you were in high school by placing a check (✓) in the appropriate box. The purpose of this questionnaire is not to find out whether you are now skilled in these areas, but to find out whether your high school provided you adequate assistance in each skill listed. Your candid responses will help the high school determine which skills may need more emphasis in its career guidance program. Feel free to comment on the career guidance program of the school near the end of the questionnaire.

Did your high school provide you with adequate assistance in the following skills? Check either yes or no for skills 1 through 20.

KNOWING YOURSELF AND OTHERS

Yes	No	
☐	☐	1. How to explore your interests, abilities, and values.
☐	☐	2. How to identify and solve personal problems that many young people have while in high school.
☐	☐	3. How to apply logical steps in making important decisions in your life, such as choosing a job, further education, or a place to live.
☐	☐	4. How the different attitudes people have toward males and females can affect job or education and training opportunities.
☐	☐	5. How the different attitudes people have toward racial, ethnic, and religious groups can affect job or education and training opportunities.
☐	☐	6. How to deal with situations that may be encountered after high school such as being financially independent, remaining single, getting married, raising a family.

EXPLORING JOBS

Yes	No	
☐	☐	7. How to use standard career reference materials, such as *The Occupational Outlook Handbook*, *The Dictionary of Occupational Titles*, and *The Encyclopedia of Careers*.
☐	☐	8. Knowledge about the specific characteristics of several jobs, such as pay, training required, work hours, opportunity for advancement, vacation, and demand for job.
☐	☐	9. Knowledge about the specific daily activities that are performed on several jobs.
☐	☐	10. How to match your interests, values, and abilities to those needed on several jobs.

GETTING A JOB AND KEEPING IT

Yes	No		
☐	☐	11.	How to correspond properly with a potential employer by filling out a job application form, writing a good letter of application, and preparing a summary of your qualifications and experience.
☐	☐	12.	How to present yourself effectively in a job interview.
☐	☐	13.	How to find and use various resources in the community, such as employment bulletins, employment agencies, and people, that could assist you in finding a job.
☐	☐	14.	How to use problem-solving techniques to deal with situations that you might find on the job, such as poor communication, prejudice, attitude and value conflicts, getting along with fellow-workers and supervisors.

EXPLORING EDUCATION AND TRAINING

Yes	No		
☐	☐	15.	Knowledge about the characteristics of several different educational or training programs, such as what jobs they prepare you for, cost of the programs, and what is required for entrance and graduation.
☐	☐	16.	How to find out whether your interests, values, and abilities match those appropriate for specific educational or training programs.
☐	☐	17.	How to use the various resources available to you, such as brochures, catalogues, and people in the programs, in exploring educational or training programs.

GETTING THE EDUCATION AND TRAINING YOU NEED

Yes	No		
☐	☐	18.	How to plan what courses you took in high school so that they would apply to the job or jobs you might want to have.
☐	☐	19.	How to apply for entrance into an educational or training program, such as contacting the appropriate person and correctly completing an application form.
☐	☐	20.	How to use problem-solving techniques to deal with situations you might find in educational or training programs, such as getting along with fellow-students and teachers and maintaining a good grade average.

21. What are you doing now? Check all the boxes, a through f, that describe what you are doing.

- ☐ a. Working full-time.
- ☐ b. Working part-time.
- ☐ c. Enrolled in a one-to-three-year occupational preparation training program, such as a technical school, community college, nursing program, etc.
- ☐ d. Enrolled in a four-or-more-year college or university, or enrolled in a community or junior college and will transfer to a four-year school later.
- ☐ e. Not working and not going to school.
- ☐ f. Other _____

22. Add any comments you wish to make, including ways the school may have helped you avoid any problems you are having now. Use the back of this sheet is necessary.

Yes	No	
☐	☐	23. In general, do you think your high school adequately helped you choose and plan for the career you wanted and the education and/or training required for it?

24. For items 1 - 20, you indicated whether you received adequate help from your high school for each of 20 career development skills. As you may have noticed, these 20 skills were grouped into five career development areas. We would like to know how important you feel it is for high schools to help students acquire skills in each of the areas. Please place a "1" in the space in front of the area you believe to be the most important career development area to stress in high school. Place a "2" in front of the area you feel is second in importance. Continue ranking the remaining areas, giving the area you feel to be least important a rank of "5." Be sure to rank all areas.

Career Development Skill Areas

Rank

____ I. Knowing Oneself and Others — Skills needed for students to become aware of themselves and their environment in order to be effective in the changing world of work.

____ II. Exploring Jobs — Skills needed for students to find out information about jobs in order to relate their interests, abilities, and values to various jobs.

____ III. Getting a Job and Keeping It — Skills needed for students to locate, obtain, and adjust to a job.

____ IV. Exploring Education and Training — Skills needed for students to find information about various educational or training programs that can best prepare them for jobs.

____ V. Getting the Education and Training One Needs — Skills needed for students to locate, enter, and adjust to an educational or training program.

Dear Alumnus:

Students, teachers, counselors, and administrators in our school are working together to improve our career guidance program. We are determined to provide our students with the best career guidance program possible with our resources. To do so, we need your help.

We are asking you and some other recent graduates to fill out the enclosed questionnaire to identify in what ways you believe your high school helped you develop career planning skills and in what ways we could have helped you more.

Please complete the enclosed questionnaire and return it in the envelope provided. Please do not put your name on the questionnaire; your responses will remain confidential. (Only the coordinator of our career guidance project will be able to identify your questionnaire by knowing the identifying number in the upper right corner. That number will be used only to make it possible for us to mail a reminder to those graduates who do not return their questionnaires.) Although you may choose not to answer some or all of the questions, we hope that you will take this opportunity to help the present and future students at the school from which you graduated.

On behalf of those students and our teachers, counselors, and administrators, I want to thank you in advance for completing the questionnaire. The information you provide will undoubtedly be helpful as we work to improve our program.

Sincerely,

Principal

Form No. 3A

Dear Alumnus:

Recently, I sent you and other selected former students a one-page questionnaire asking for information that will be useful as our school works to improve our career guidance program. The questionnaire is aimed at finding out in what ways your high school helped you develop career planning skills and in what ways we could have helped you more.

Perhaps that questionnaire was accidently misplaced or you have not had time to complete and return it to us. In case it was lost or misplaced, I have enclosed another copy. We hope that you will take time now to complete the questionnaire and return it. Your answer to the questions will remain confidential and you may choose not to answer some or all of the questions. Because the information requested is critical to our program and because we value your opinions, we hope you'll help us by completing and returning the questionnaire.

Thank you.

Sincerely,

Principal

P. S. If you have already returned your completed questionnaire, please ignore this second request. And thank you for helping us.

Form No. 3B

Page _____ of _____

Date of Graduate Questionnaire mailing:

Date of follow-up mailing:

GRADUATE QUESTIONNAIRE ROSTER
Class of 19 ___

Identification	Name Address	Questionnaire Sent	Questionnaire Received	Follow-up

Form No. 3C

CAREER PLANNING SUPPORT SYSTEM

Faculty/Staff Questionnaire

We have grouped student career development skills into five general areas and would like to know how important you feel it is for the high school to help students acquire skills in each of these areas. Your opinions will help us in determining where to initially focus our efforts in order to improve our school's career guidance program.

Please place a "1" in the space in front of the area you believe to be the most important career development area to stress in high school. Place a "2" in front of the area you feel is second in importance. Continue ranking the remaining areas, giving the area you feel to be least important a rank of "5." Be sure to rank all areas.

1. Career Development Skill Areas

Rank

____ I. Knowing Oneself and Others — Skills students need to become aware of themselves and their environment in order to be effective in the changing world of work.

____ II. Exploring Jobs — Skills students need to find out information about jobs in order to relate their interests, abilities, and values to various jobs.

____ III. Getting a Job and Keeping It — Skills students need to locate, obtain, and adjust to a job.

____ IV. Exploring Education and Training — Skills students need to find out information about various educational or training programs that can best prepare them for jobs.

____ V. Getting the Education and Training One Needs — Skills students need to locate, enter, and adjust to an educational or training program.

Yes ☐ No ☐ 2. In general, do you think it is important for high schools to help students choose and plan for the type of career they want and the education and/or training it requires?

3. Please add any comments you wish to make about the school's career guidance program.

Form No. 4

Dear Faculty/Staff Member:

We need your help to improve our career guidance program via the Career Planning Support System. The enclosed questionnaire asks questions aimed at finding out what career development assistance you believe our high school should provide its students. We hope you will take this opportunity to provide suggestions that are as specific as possible.

Please fill out the questionnaire and return it to _____

_____

as soon as possible. Please do not put your name on the questionnaire; your responses will remain anonymous. Although you may choose not to answer some or all of the questions, we hope you will help the present and future students of your school by responding to all questions. You can be assured that your opinions will have an impact on the career guidance program ultimately developed.

Thank you.

Sincerely,

Principal

Form No. 4A

CAMERA READY MASTERS

B/M-3 Tabulation

STUDENT CODE SHEET

Grade ____ Page ____ of ____

Items →

Respondents ↓	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22 a	22 b	22 c	22 d	22 e	22 f
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0's																											
Blanks																											

Form No. 5

Example

STUDENT CODE SHEET

Grade 9

Page 1 of 1

Items →

↓ Respondents

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22 a	22 b	22 c	22 d	22 e	22 f
1	1	0	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1			1	1		
2	0	0	0	1	1	1	0	0	1	1	0	0	1	0		0	1	0	1	0	1						
3	1		0		0	0			1	0	0		1	0	0	1	1	0	0	0	1					1	
4	0	0		1	1	0	1		0	1	0	0		1	1		0	0	0	0	0	1					
5	1	1	1	1	0	0	0		0	1	1	0	0	0	1	0		0	1	1	1			1		1	
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1's	3	1	2	3	3	2	1	1	2	4	1	1	2	2	2	2	2	1	2	2	4	1	0	2	1	2	0
0's	2	3	2	1	2	3	3	1	3	1	4	3	2	3	2	2	2	4	3	3	1						
Blanks	0	1	1	1	0	0	1	3	0	0	0	1	1	0	1	1	1	0	0	0	0			1			

Form No. 5A

Example

STUDENT CODE SHEET

Grade 10

Page 1 of 1

Items → (1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22[a b c d e f])

Respondents ↓

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22 a	22 b	22 c	22 d	22 e	22 f
1	0	0		0	1	1															0		1		1		
2	0	0	1	1	1	1															1	1					
3	0	1	0	0	1	1															0	1		1	1		
4	1	0	0		0	0															1						1
5	0	0	1	0	0	0															1		1				
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1's	1	1	2	1	3	3															3	2	2	1	2	0	1
0's	4	4	2	3	2	2															2						
Blanks	0	0	0	1	0	0															0			0			

Form No. 5B

Example STUDENT CODE SHEET Grade 11 Page 1 of 1

Items → 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22(a b c d e f)

Respondents ↓

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22 a	22 b	22 c	22 d	22 e	22 f
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0's	3	3	3	3	5	4															2						
Blanks	0	2	1	0	0	0															0				1		

Form No. 5C

Example

STUDENT CODE SHEET

Grade 12

Items →

Respondents ↓

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22 a	22 b	22 c	22 d	22 e	22 f
1	0	0		0	1	0															1		1				
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19																											
20																											
21																											
22																											
23																											
24																											
25																											
Totals	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	a	b	c	d	e	f
1's	2	2	0	2	2	3															3	1	2	1	1	2	0
0's	3	3	3	2	2	2															2						
Blanks	0	0	2	1	1	0															0			0			

GRADUATE CODE SHEET 1

Page ___ of ___

Items →

↓ Respondents

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21 a	21 b	21 c	21 d	21 e	21 f	23
1																											
2																											
3																											
4																											
5																											
6																											
7																											
8																											
9																											
10																											
11																											
12																											
13																											
14																											
15																											
16																											
17																											
18																											
19																											
20																											
21																											
22																											
23																											
24																											
25																											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	a	b	c	d	e	f	23
Totals																											
1's																											
0's																											
Blanks																											

21

Form No. 6

98

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Example GRADUATE CODE SHEET 1

Page 1 of 1

Items →

↓ Respondents

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21 a	21 b	21 c	21 d	21 e	21 f	23
1	1	0	0	0	0	0	1	1	1	1	1	0	0	1	0	1	0	1	0	0		1		1			1
2	0	1	0	0	0	0	1	0	1	0	1	0	0	1	1	0	0	0	0	1	1						1
3	1	1	1	0	0	1	1	1	0	0	0	1	0	0	1	1	1	0	0	0			1				0
4	1	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	1	0	1	0		1					1
5																											
6																											
7																											
8																											
9																											
10																											
11																											
12																											
13																											
14																											
15																											
16																											
17																											
18																											
19																											
20																											
21																											
22																											
23																											
24																											
25																											
Totals	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	a	b	c	d	e	f	23
1's	3	2	1	1	0	1	3	2	2	2	3	1	0	2	2	2	2	1	1	1	1	2	1	1	0	0	3
0's	1	2	3	3	4	3	1	2	2	2	1	3	4	2	2	2	2	3	3	3							1
Blanks	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			0				0

21

Form No. 6A 100

GRADUATE CODE SHEET 2

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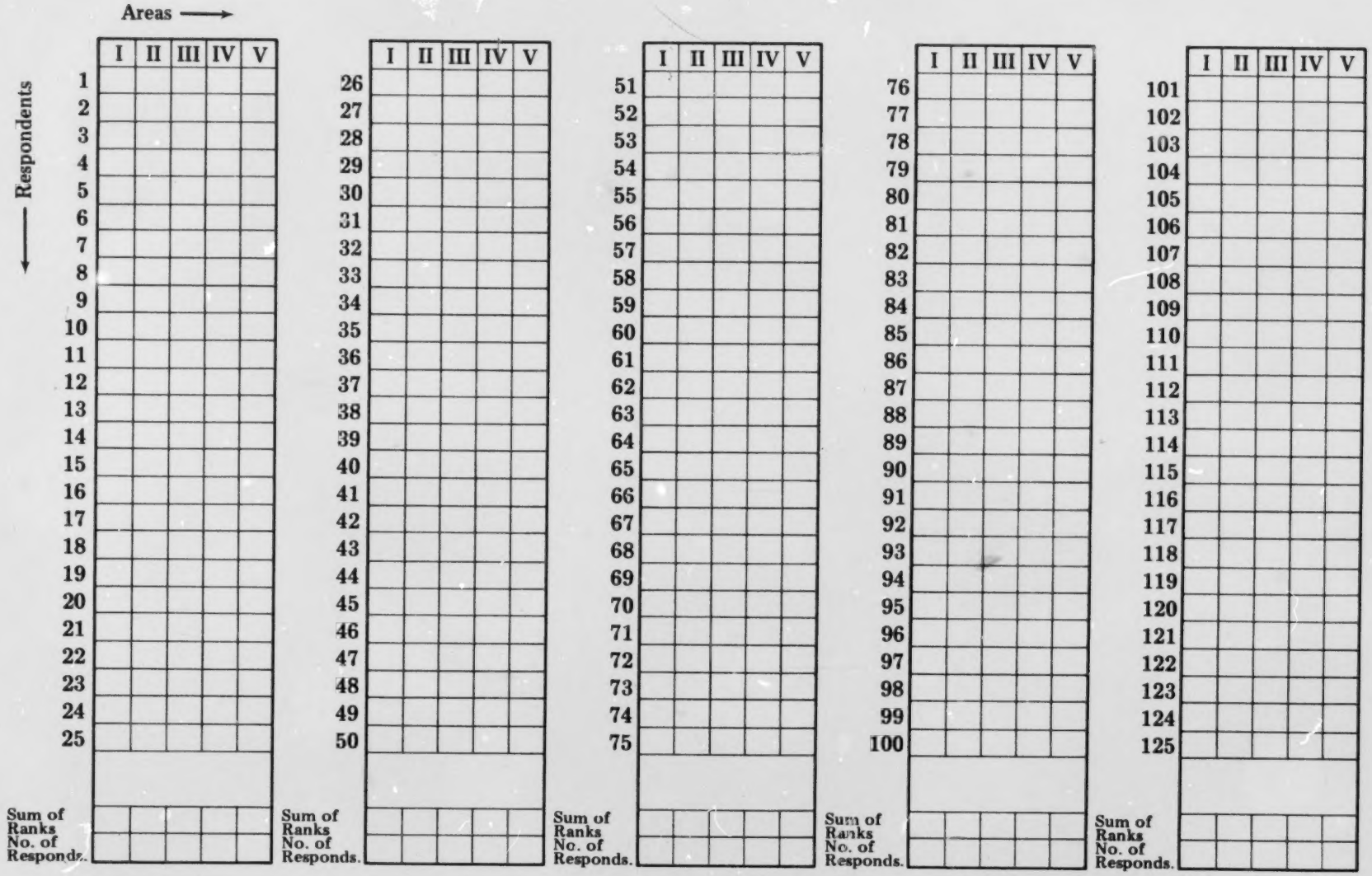

Form No. 7

Example GRADUATE CODE SHEET 2

Page 1 of 1

Areas →

Respondents ↓

	I	II	III	IV	V
1	1	2	3	4	5
2	2	1	4	3	5
3	3	4	1	[illegible]	2
4	4	2	3	1	5
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
Sum of Ranks	10	9	11	13	17
No. of Responds.	4	4	4	4	4

	I	II	III	IV	V
26					
27					
28					
29					
30					
31					
32					
33					
34					
35					
36					
37					
38					
39					
40					
41					
42					
43					
44					
45					
46					
47					
48					
49					
50					
Sum of Ranks					
No. of Responds.					

	I	II	III	IV	V
51					
52					
53					
54					
55					
56					
57					
58					
59					
60					
61					
62					
63					
64					
65					
66					
67					
68					
69					
70					
71					
72					
73					
74					
75					
Sum of Ranks					
No. of Responds.					

	I	II	III	IV	V
76					
77					
78					
79					
80					
81					
82					
83					
84					
85					
86					
87					
88					
89					
90					
91					
92					
93					
94					
95					
96					
97					
98					
99					
100					
Sum of Ranks					
No. of Responds.					

	I	II	III	IV	V
101					
102					
103					
104					
105					
106					
107					
108					
109					
110					
111					
112					
113					
114					
115					
116					
117					
118					
119					
120					
121					
122					
123					
124					
125					
Sum of Ranks					
No. of Responds.					

FACULTY/STAFF CODE SHEET

Page ___ of ___

Respondents ↓

	Item 1 Areas I	II	III	IV	V	Item 2 General Need	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
Sum of Ranks						Tot. 1's	
No. of Responds.						0's	
						Blanks	

Respondents ↓

	Item 1 Areas I	II	III	IV	V	Item 2 General Need	
26							
27							
28							
29							
30							
31							
32							
33							
34							
35							
36							
37							
38							
39							
40							
41							
42							
43							
44							
45							
46							
47							
48							
49							
50							
Sum of Ranks						Tot. 1's	
No. of Responds.						0's	
						Blanks	

Example

FACULTY/STAFF CODE SHEET

Page 1 of 1

Respondents	Item 1 Areas I	II	III	IV	V	Item 2 General Need
1	2	1	5	4	3	1
2	3	4	2	1	5	1
3	1	2	3	4	5	1
4	2	1	4	3	5	1
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
Sum of Ranks	8	8	14	12	18	Tot. 1's 4
No. of Responds.	4	4	4	4	4	0's 0
						Blanks 0

Respondents	Item 1 Areas I	II	III	IV	V	Item 2 General Need
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						
41						
42						
43						
44						
45						
46						
47						
48						
49						
50						
Sum of Ranks						Tot. 1's
No. of Responds.						0's
						Blanks

PARENT CODE SHEET

Page ___ of ___

Respondents

	Item 1 Areas I	II	III	IV	V	Item 2 General Need
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
Sum of Ranks						Tot. 1's
No. of Responds.						0's
						Blanks

Respondents

	Item 1 Areas I	II	III	IV	V	Item 2 General Need
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						
41						
42						
43						
44						
45						
46						
47						
48						
49						
50						
Sum of Ranks						Tot. 1's
No. of Responds.						0's
						Blanks

PARENT CODE SHEET

Example

Page 1 of 1

Respondents	Item 1 Areas I	II	III	IV	V	Item 2 General Need
1	4	3	1	2	5	1
2	2	1	3	4	5	1
3	3	5	2	4	1	1
4	1	2	3	5	4	1
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
Sum of Ranks	10	11	9	15	15	Tot. 1's 4
No. of Responds.	4	4	4	4	4	Tot. 0's 0
						Tot. Blanks 0

Respondents	Item 1 Areas I	II	III	IV	V	Item 2 General Need
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						
41						
42						
43						
44						
45						
46						
47						
48						
49						
50						
Sum of Ranks						Tot. 1's
No. of Responds.						Tot. 0's
						Tot. Blanks

SUMMARY SHEET 1

(For Student Questionnaire Items 1–20)

		Area I							Area II					Area III					Area IV				Area V			
	Items	1	2	3	4	5	6		7	8	9	10		11	12	13	14		15	16	17		18	19	20	
Grade 9	No																									
	"Yes" Plus "No"																									
	Blank																									
Grade 10	No																									
	"Yes" Plus "No"																									
	Blank																									
Grade 11	No																									
	"Yes" Plus "No"																									
	Blank																									
Grade 12	No																									
	"Yes" Plus "No"																									
	Blank																									
All Grades	No																									
	"Yes" Plus "No"																									
	Blank							Area I Totals					Area II Totals					Area III Totals				Area IV Totals				Area V Totals
	"Yes" Plus "No" Plus "Blank"																									

Example

SUMMARY SHEET 1

(For Student Questionnaire Items 1–20)

		Area I							Area II					Area III					Area IV				Area V			
	Items	1	2	3	4	5	6		7	8	9	10		11	12	13	14		15	16	17		18	19	20	
Grade 9	No	2	3	2	1	2	3		3	1	3	1		4	3	2	3		2	2	2		4	3	3	
	"Yes" Plus "No"	5	4	4	4	5	5		4	2	5	5		5	4	4	5		4	4	4		5	5	5	
	Blank	0	1	1	1	0	0		1	3	0	0		0	1	1	0		1	1	1		0	0	0	
Grade 10	No	4	4	2	3	2	2																			
	"Yes" Plus "No"	5	5	4	4	5	5																			
	Blank	0	0	1	1	0	0																			
Grade 11	No	3	3	3	3	5	4																			
	"Yes" Plus "No"	5	3	4	5	5	5																			
	Blank	0	2	1	0	0	0																			
Grade 12	No	3	3	3	2	2	2																			
	"Yes" Plus "No"	5	5	3	4	4	5																			
	Blank	0	0	2	1	1	0																			
All Grades	No	12	13	10	9	11	11	66																		
	"Yes" Plus "No"	20	17	15	17	19	20	108																		
	Blank	0	3	5	3	1	0	↑ Area I Totals					↑ Area II Totals					↑ Area III Totals					↑ Area IV Totals				↑ Area V Totals
	"Yes" Plus "No" Plus "Blank"	20	20	20	20	20	20																			

SUMMARY SHEET 2

(For Graduate Questionnaire Items 1—20)

	Area I							Area II					Area III					Area IV				Area V		
Item / Total	1	2	3	4	5	6		7	8	9	10		11	12	13	14		15	16	17		18	19	20
No																								
Yes Plus No																								
Blank																								
Yes Plus No Plus Blank																								

Example SUMMARY SHEET 2

(For Graduate Questionnaire Items 1–20)

	Area I							Area II					Area III					Area IV				Area V		
Item / Total	1	2	3	4	5	6		7	8	9	10		11	12	13	14		15	16	17		18	19	20
No	1	2	3	3	4	3		1	2	2	2		1	3	4	2		2	2	2		3	3	3
Yes Plus No	4	4	4	4	4	4		4	4	4	4		4	4	4	4		4	4	4		4	4	4
Blank	0	0	0	0	0	0		0	0	0	0		0	0	0	0		0	0	0		0	0	0
Yes Plus No Plus Blank	4	4	4	4	4	4		4	4	4	4		4	4	4	4		4	4	4		4	4	4

SUMMARY SHEET 3

(For Student Questionnaire Items 22 and 21; Graduate Questionnaire Items 21 and 22; Faculty/Staff and Parent Questionnaires Items 2)

		Future Plan										General Need			
		(a) Working Full-Time	(b) Working Part-Time	(c) Enrolled in a Three-Year Occupational Preparation Program	(d) Enroll in Baccalaureate Program	(e) I Don't Know	(f) Other	Blanks	Total Number of Individuals Completing Questionnaires	Total Minus Blanks		Responded "Yes"	Blanks	Total Number of Individuals Completing Questionnaire	Total Minus Blanks
Student Total	Grade 9														
	Grade 10														
	Grade 11														
	Grade 12														
	All Grades Total														
Faculty/Staff Total															
Parent Total															

	Current Activities										General Need			
	(a) Work Full-Time	(b) Work Part-Time	(c) Enrolled in Three-Year Occupational Preparation Program	(d) Enrolled in Baccalaureate Program	(e) Not Working and Not Going to School	(f) Other	Blanks	Total Number of Graduates Completing Questionnaire	Total Minus Blanks		Responded "No"	Blanks	Total Number of Graduates Completing Questionnaire	Total Minus Blanks
Graduate Total														

Example SUMMARY SHEET 3

(For Student Questionnaire Items 22 and 21; Graduate Questionnaire Items 21 and 22; Faculty/Staff and Parent Questionnaires Items 2)

		Future Plan										General Need			
		(a) Working Full-Time	(b) Working Part-Time	(c) Enrolled in a Three-Year Occupational Preparation Program	(d) Enroll in Baccalaureate Program	(e) I Don't Know	(f) Other	Blanks	Total Number of Individuals Completing Questionnaires	Total Minus Blanks		Responded "Yes"	Blanks	Total Number of Individuals Completing Questionnaire	Total Minus Blanks
Student Total	Grade 9	0	2	1	2	1	0	1	5	4		4	0	5	5
	Grade 10	2	1	2	0	2	1	0	5	5		3	0	5	5
	Grade 11	2	0	2	0	1	1	1	5	4		3	0	5	5
	Grade 12	2	1	1	2	1	0	0	5	5		3	0	5	5
	All Grades Total	6	4	6	4	5	2	2	20	18		13	0	20	20
	Faculty/Staff Total											4	0	4	4
	Parent Total											4	0	4	4

	Current Activities										General Need			
	(a) Work Full-Time	(b) Work Part-Time	(c) Enrolled in Three-Year Occupational Preparation Program	(d) Enrolled in Baccalaureate Program	(e) Not Working and Not Going to School	(f) Other	Blanks	Total Number of Graduates Completing Questionnaire	Total Minus Blanks		Responded "No"	Blanks	Total Number of Graduates Completing Questionnaire	Total Minus Blanks
Graduate Total	1	2	1	1	0	0	0	4	4		1	0	4	4

SUMMARY SHEET 4

**(For Graduate Survey Item 24:
Faculty/Staff and Parent Questionnaires Item 1)**

Area Totals / Type of Respondents	Area I		Area II		Area III		Area IV		Area V	
	Sum of Ranks	Number of Respondents	Sum of Ranks	Number of Respondents	Sum of Ranks	Number of Respondents	Sum of Ranks	Number of Respondents	Sum of Ranks	Number of Respondents
Graduates										
Faculty/Staff										
Parents										

Example SUMMARY SHEET 4

(For Graduate Survey Item 24:
Faculty/Staff and Parent Questionnaires Item 1)

Area Totals / Type of Respondents	Area I		Area II		Area III		Area IV		Area V	
	Sum of Ranks	Number of Respondents	Sum of Ranks	Number of Respondents	Sum of Ranks	Number of Respondents	Sum of Ranks	Number of Respondents	Sum of Ranks	Number of Respondents
Graduates	10	4	9	4	11	4	13	4	17	4
Faculty/Staff	8	4	8	4	14	4	12	4	18	4
Parents	10	4	11	4	9	4	15	4	15	4

Example TABLE 40: The Need for Areas of Career Development Skills as Indicated by Students; The Relative Importance of Career Development Skills as Indicated by Graduates, Parents, and Faculty/Staff*

Career Development Skill Areas	Group of Respondents			
	Students (Percentage)	Graduates (Average Rank)	Parents (Average Rank)	Faculty/Staff (Average Rank)
Area I: Self-awareness, social awareness, and related problem-solving skills	61 %	2.5	2.5	2
Area II: Career exploration skills	71 %	2.25	2.75	2
Area III: Job acquisition and related problem-solving skills	61 %	2.75	2.25	3.5
Area IV: Education and training exploration skills	50 %	3.25	3.75	3
Area V: Education and training acquisition and related problem-solving skills	58 %	4.25	3.75	4.5
Number of individuals receiving questionnaire	20	6	8	4
Number of individuals completing questionnaire	20	4	4	4
Percent of individuals completing questionnaire	100 %	67%	50%	100 %

* Average percentage of negative student responses to all of the skills sampled from each of the five career development skill areas (Student Questionnaire items 1–6, 7–10, 11–14, 15–17, and 18–20); average of the ranks assigned by graduates to each of the five career development skill areas (Graduate Questionnaire item 24); average of the ranks assigned by parents to each of the five career development skill areas (Parent Questionnaire item 1); average of the ranks assigned by faculty/staff to each of the five career development skill areas (Faculty/Staff Questionnaire item 1).

Questionnaire data collected on: March 15, 1977
(Date)

TABLE 40: The Need for Areas of Career Development Skills as Indicated by Students; The Relative Importance of Career Development Skills as Indicated by Graduates, Parents, and Faculty/Staff*

Career Development Skill Areas	Group of Respondents			
	Students (Percentage)	Graduates (Average Rank)	Parents (Average Rank)	Faculty/Staff (Average Rank)
Area I: Self-awareness, social awareness, and related problem-solving skills	%			
Area II: Career exploration skills	%			
Area III: Job acquisition and related problem-solving skills	%			
Area IV: Education and training exploration skills	%			
Area V: Education and training acquisition and related problem-solving skills	%			
Number of individuals receiving questionnaire				
Number of individuals completing questionnaire				
Percent of individuals completing questionnaire	%	%	%	%

* Average percentage of negative student responses to all of the skills sampled from each of the five career development skill areas (Student Questionnaire items 1—6, 7—10, 11—14, 15—17, and 18—20); average of the ranks assigned by graduates to each of the five career development skill areas (Graduate Questionnaire item 24); average of the ranks assigned by parents to each of the five career development skill areas (Parent Questionnaire item 1); average of the ranks assigned by faculty/staff to each of the five career development skill areas (Faculty/Staff Questionnaire item 1).

Questionnaire data collected on: _____
(Date)

Example TABLE 41: The Need for Self-Awareness, Social Awareness, and Related Problem-Solving Skills as Indicated by Students*

Self-Awareness, Social Awareness, and related Problem-Solving Skills	Grade Level				All Grades	Percentage of Non-Respondents
	9	10	11	12		
Item 1: Exploring interests, abilities, and values	40%	80%	60%	60%	60%	0%
Item 2: Identifying and solving personal problems common to young people	75%	80%	100%	60%	76%	15%
Item 3: Applying logical steps to important decisions in life	50%	50%	75%	100%	67%	25%
Item 4: Knowing the effects of sex stereotyping on job or educational opportunities	25%	75%	60%	50%	53%	15%
Item 5: Knowing the effects of racial/ ethnic stereotyping on job or educational opportunities	40%	40%	100%	50%	58%	5%
Item 6: Dealing with situations may be encountered after leaving high school	60%	40%	80%	40%	55%	0%
Number of individuals receiving questionnaire	5	5	5	5	20	
Number of individuals completing questionnaire	5	5	5	5	20	
Percent of individuals completing questionnaire	100%	100%	100%	100%	100%	

* Percentage of students by grade level who indicated that they had not learned or had not learned how to perform each of the six career development skills sampled from the self-awareness, social awareness, and related problem-solving skill area (Student Questionnaire items 1–6).

Questionnaire data collected on: March 15, 1977
(Date)

TABLE 41: The Need for Self-Awareness, Social Awareness, and Related Problem-Solving Skills as Indicated by Students*

Self-Awareness, Social Awareness, and related Problem-Solving Skills	Grade Level				All Grades	Percentage of Non-Respondents
	9	10	11	12		
Item 1: Exploring interests, abilities, and values	%	%	%	%	%	%
Item 2: Identifying and solving personal problems common to young people	%	%	%	%	%	%
Item 3: Applying logical steps to important decisions in life	%	%	%	%	%	%
Item 4: Knowing the effects of sex stereotyping on job or educational opportunities	%	%	%	%	%	%
Item 5: Knowing the effects of racial/ ethnic stereotyping on job or educational opportunities	%	%	%	%	%	%
Item 6: Dealing with situations may be encountered after leaving high school	%	%	%	%	%	%
Number of individuals receiving questionnaire						
Number of individuals completing questionnaire						
Percent of individuals completing questionnaire	%	%	%	%	%	

*Percentage of students by grade level who indicated that they had not learned or had not learned how to perform each of the six career development skills sampled from the self-awareness, social awareness, and related problem-solving skill area (Student Questionnaire items 1–6).

Questionnaire data collected on: _____
(Date)

TABLE 42: The Need for Career Exploration Skills as Indicated by Students*

Career Exploration Skills	Grade Level				All Grades	Percentage of Non-Respondents
	9	10	11	12		
Item 7: Using standard career reference materials	%	%	%	%	%	%
Item 8: Knowing the specific characteristics of several occupations	%	%	%	%	%	%
Item 9: Knowing the occupational role requirements of several occupations	%	%	%	%	%	%
Item 10: Comparing interests, values, and abilities with those needed on several occupations	%	%	%	%	%	%
Number of individuals receiving questionnaire						
Number of individuals completing questionnaire						
Percentage of individuals completing questionnaire	%	%	%	%	%	

*Percentage of students by grade level who indicated that they had not learned or had not learned how to perform each of the four career development skills sampled from the job exploration skill area (Student Questionnaire Items 7-10).

Questionnaire data collected on: _____
(date)

TABLE 43: The Need for Job Acquisition and Related Problem Solving Skills as Indicated by Students*

Job Acquisition and Related Problem-Solving Skills	Grade Level				All Grades	Percentage of Non-Respondents
	9	10	11	12		
Item 11: Corresponding properly with a potential employer	%	%	%	%	%	%
Item 12: Presenting oneself effectively in a job interview	%	%	%	%	%	%
Item 13: Finding and using community resources that assist one in finding a job	%	%	%	%	%	%
Item 14: Using problem-solving techniques to deal with situations that might be encountered on the job	%	%	%	%	%	%
Number of individuals receiving questionnaire						
Number of individuals completing questionnaire						
Percent of individuals completing questionnaire	%	%	%	%	%	

*Percentage of students by grade level who indicated that they had not learned or had not learned how to perform each of the four career development skills sampled from job acquisition and related problem-solving skill area (Student Questionnaire Items 11-14).

Questionnaire data collected on: _____
(date)

TABLE 44: The Need for Education and Training Exploration Skills as Indicated by Students*

Education and Training Exploration Skills	Grade Level				All Grades	Percentage of Non-Respondents
	9	10	11	12		
Item 15: Knowing the characteristics of several different education or training programs	%	%	%	%	%	%
Item 16: Comparing interests, values, and abilities with those needed for education or training programs	%	%	%	%	%	%
Item 17: Using available resources to explore education or training programs	%	%	%	%	%	%
Number of individuals receiving questionnaire						
Number of individuals completing questionnaire						
Percent of individuals completing questionnaire	%	%	%	%	%	

*Percentage of students by grade level who indicated that they had not learned or had not learned how to perform each of the three career development skills sampled from the educational exploration skill area (Student Questionnaire Items 15-17).

Questionnaire data collected on: _____
(date)

TABLE 45: The Need for Education and Training Acquisition and Problem-Solving Skills as Indicated by Students*

Education and Training Acquisition and Related Problem-Solving Skills	Grade Level				All Grades	Percentage of Non-Respondents
	9	10	11	12		
Item 18: Planning courses of study in high school to apply to occupational choice	%	%	%	%	%	%
Item 19: Applying for entrance into an education or training program	%	%	%	%	%	%
Item 20: Using problem-solving techniques to deal with situations that might be encountered in education or training programs	%	%	%	%	%	%
Number of individuals receiving questionnaire						
Number of individuals completing questionnaire						
Percent of individuals completing questionnaire	%	%	%	%	%	

*Percentage of students by grade level who indicated that they had not learned or had not learned how to perform each of the three career development skills sampled from the educational acquisition and problem-solving skill area (Student Questionnaire Item 18-20).

Questionnare data collected on: _____
(date)

Example

TABLE 46: The Future Plans of Students and the Current Activities of Graduates*

Post-High School Activity	Grade Level of Students				All Grades**	Graduates***
	9	10	11	12		
Work full-time	0 %	40 %	50 %	40 %	33 %	25 %
Work part-time	50 %	20 %	0 %	20 %	22 %	50 %
Attend one to three-year occupational preparation program	25 %	40 %	50 %	20 %	33 %	25 %
Attend baccalaureate program	50 %	0 %	0 %	40 %	22 %	25 %
Other****	0 %	20 %	25 %	0 %	11 %	0 %
Students who did not know or graduates who were not working and not going to school	25 %	40 %	25 %	20 %	28 %	0 %
Number of individuals receiving questionnaire	5	5	5	5	20	6
Number of individuals completing questionnaire	5	5	5	5	20	4
Percent of individuals completing questionnaire	100 %	100 %	100 %	100 %	100 %	67 %

*Percentage of students by grade level who selected each type of post-high school activity (each student could select more than one activity, e.g., select both work part-time and attend baccalaureate program; therefore, the percentages per grade level will most likely not total 100) and the percentage of students who did not indicate one or more post-high school activities. (Student Questionnaire item 22); percentage of last year's graduates who selected each type of current activity (each graduate could select more than one activity; therefore, the percentages will most likely not total 100) and the percentage of graduates who were not working and not going to school. (Graduate Questionnaire item 21)

**The percentage of students who did not respond to item 22 is 10 %.

***The percentage of graduates who did not respond to item 21 is 0 %.

****A listing of other post-high school activities reported by students and graduates is on the next page.

Questionnaire data collected on: March 15, 1977
(date)

TABLE 46: The Future Plans of Students and the Current Activities of Graduates*

Post-High School Activity	Grade Level of Students				All Grades**	Graduates***
	9	10	11	12		
Work full-time	%	%	%	%	%	%
Work part-time	%	%	%	%	%	%
Attend one to three-year occupational preparation program	%	%	%	%	%	%
Attend baccalaureate program	%	%	%	%	%	%
Other****	%	%	%	%	%	%
Students who did not know or graduates who were not working and not going to school	%	%	%	%	%	%
Number of individuals receiving questionnaire						
Number of individuals completing questionnaire						
Percent of individuals completing questionnaire	%	%	%	%	%	%

*Percentage of students by grade level who selected each type of post-high school activity (each student could select more than one activity, e.g., select both work part-time and attend baccalaureate program; therefore, the percentages per grade level will most likely not total 100) and the percentage of students who did not indicate one or more post-high school activities. (Student Questionnaire item 22); percentage of last year's graduates who selected each type of current activity (each graduate could select more than one activity; therefore, the percentages will most likely not total 100) and the percentage of graduates who were not working and not going to school. (Graduate Questionnaire item 21)

**The percentage of students who did not respond to item 22 is_____.

***The percentage of graduates who did not respond to item 21 is_____.

****A listing of other post-high school activities reported by students and graduates is on the next page.

Questionnaire data collected on: _____
(date)

TABLE 47: Occupational Choice of Students*

Grade 9		Grade 10		Grade 11		Grade 12	
Occupation	Number of Students	Occupation	Number of Students	Occupation	Number of Students	Occupation	Number of Students
Total Number of Students		Total Number of Students		Total Number of Students		Total Number of Students	
Percentage of Students Who Did Not Respond to Item = _____%							

*Number of students by grade level who indicated each occupation that they plan to enter upon completion of all prerequisite education/training (Student Questionnaire Item 22).

Questionnaire data collected on: _____
(date)

TABLE 48: The General Need for Career Planning Services as Indicated by Students, Graduates, Faculty/Staff, and Parents*

	Group of Respondents							
	Students					Graduates	Faculty/ Staff	Parents
	Grade 9	Grade 10	Grade 11	Grade 12	All Grades			
General need for career planning services								
Percentage of non-respondents to the item								
Number of individuals receiving questionnaire								
Number of individuals completing questionnaire								
Percent of individuals completing questionnaire	%	%	%	%	%	%	%	%

*Average percentage of students who want help in choosing and planning for the type of career they want and the education and/or training it requires (Student Questionnaire Item 21); average percentage of graduates who perceived the high school did not adequately help them choose and plan for the career they wanted and the education and/or training required for it (Graduate Questionnaire Item 23); average percentage of faculty/staff who think it is important for high schools to help students choose and plan for the type of career they want and the education and/or training it requires (Faculty/Staff Questionnaire Item 2); average percentage of parents who think it is important for high schools to help students choose and plan for the type of career they want and the education and/or training it requires (Parent Questionnaire Item 2).

Questionnaire data collected on: _____
(date)

Example

TABLE 48: The General Need for Career Planning Services as Indicated by Students, Graduates, Faculty/Staff, and Parents*

	Group of Respondents							
	Students					Graduates	Faculty/ Staff	Parents
	Grade 9	Grade 10	Grade 11	Grade 12	All Grades			
General need for career planning services	80%	60%	60%	60%	65%	75%	100%	100%
Percentage of non-respondents to the item	0%	0%	0%	0%	0%	40%	0%	50%
Number of individuals receiving questionnaire	5	5	5	5	20	6	4	8
Number of individuals completing questionnaire	5	5	5	5	20	4	4	4
Percent of individuals completing questionnaire	100 %	100 %	100 %	100 %	100 %	67 %	100 %	50 %

*Average percentage of students who want help in choosing and planning for the type of career they want and the education and/or training it requires (Student Questionnaire Item 21); average percentage of graduates who perceived the high school did not adequately help them choose and plan for the career they wanted and the education and/or training required for it (Graduate Questionnaire Item 23); average percentage of faculty/staff who think it is important for high schools to help students choose and plan for the type of career they want and the education and/or training it requires (Faculty/Staff Questionnaire Item 2); average percentage of parents who think it is important for high schools to help students choose and plan for the type of career they want and the education and/or training it requires (Parent Questionnaire Item 2).

Questionnaire data collected on: March 15, 1977
(date)

TABLE 49: Inadequacy of Career Development Assistance as Indicated by Graduates*

Career Development Skills	Percentage of Graduates Who Say They Did Not Receive Adequate Assistance	Percentage of Non-Respondents
Area I—Self-awareness, social awareness, and problem-solving skills:		
Item 1	_____%	_____%
Item 2	_____%	_____%
Item 3	_____%	_____%
Item 4	_____%	_____%
Item 5	_____%	_____%
Item 6	_____%	_____%
Area II—Job exploration skills:		
Item 7	_____%	_____%
Item 8	_____%	_____%
Item 9	_____%	_____%
Item 10	_____%	_____%
Area III—Job acquisition and problem-solving skills:		
Item 11	_____%	_____%
Item 12	_____%	_____%
Item 13	_____%	_____%
Item 14	_____%	_____%
Area IV—Educational exploration skills:		
Item 15	_____%	_____%
Item 16	_____%	_____%
Item 17	_____%	_____%
Area V—Educational acquisition and problem-solving skills:		
Item 18	_____%	_____%
Item 19	_____%	_____%
Item 20	_____%	_____%
Number of individuals receiving questionnaire:		
Number of individuals completing questionnaire:		
Percent of individuals completing questionnaire:		

*Percentage of graduates who indicated that the high school did *not* provide adequate assistance in each of career development skills (Graduate Questionnaire, Items 1-20).

Questionnaire data collected on: _____
(date)

Example

TABLE 49: Inadequacy of Career Development Assistance as Indicated by Graduates*

Career Development Skills	Percentage of Graduates Who Say They Did Not Receive Adequate Assistance	Percentage of Non-Respondents
Area I—Self-awareness, social awareness, and problem-solving skills:		
Item 1	25 %	0 %
Item 2	50 %	0 %
Item 3	75 %	0 %
Item 4	75 %	0 %
Item 5	100 %	0 %
Item 6	75 %	0 %
Area II—Job exploration skills:		
Item 7	25 %	0 %
Item 8	50 %	0 %
Item 9	50 %	0 %
Item 10	50 %	0 %
Area III—Job acquisition and problem-solving skills:		
Item 11	25 %	0 %
Item 12	75 %	0 %
Item 13	100 %	0 %
Item 14	50 %	0 %
Area IV—Educational exploration skills:		
Item 15	50 %	0 %
Item 16	50 %	0 %
Item 17	50 %	0 %
Area V—Educational acquisition and problem-solving skills:		
Item 18	75 %	0 %
Item 19	75 %	0 %
Item 20	75 %	0 %
Number of individuals receiving questionnaire:	6	
Number of individuals completing questionnaire:	4	
Percent of individuals completing questionnaire:	67%	

*Percentage of graduates who indicated that the high school did *not* provide adequate assistance in each of career development skills (Graduate Questionnaire, Items 1-20).

Questionnaire data collected on: March 15, 1977
(date)

Form No. 18

CAMERA READY MASTERS

B/M-4 Selecting Program Goals

CPSS PROGRAM GOAL LIST

(Derived from twenty career development skill items in the Student Questionnaire)

Numbers on this list correspond to the question numbers on the questionnaire

1. The student will be able to explore his/her interests, abilities, and values.
2. The student will be able to identify and solve personal problems common to young people in high school.
3. The student will be able to apply logical steps in making important decisions in his/her life, such as choosing a job, further education, or a place to live.
4. The student will recognize how the different attitudes people have toward males and females can affect job or education or training opportunities.
5. The student will recognize how the different attitudes people have toward racial or ethnic groups can affect job or education or training opportunities.
6. The student will be able to deal with situations that he/she may encounter after leaving high school, such as being financially independent, remaining single, getting married, and raising a family.
7. The student will be able to use various standard job reference materials, such as *The Occupational Outlook Handbook, The Dictionary of Occupational Titles,* and *The Encyclopedia of Careers.*
8. The student will be able to identify specific characteristics of several jobs, such as pay, training required, work hours, opportunity for advancement, vacation, and demand for the job.
9. The student will be able to identify the general daily activities that are performed on several jobs.
10. The student will be able to compare his/her interests, values, and abilities with those needed on several jobs.
11. The student will demonstrate his/her abilities to correspond properly with a potential employer by correctly filling out a job application form, writing a good letter of application, and preparing an adequate summary of his/her qualifications and experience.
12. The student will be able to present himself/herself effectively in a job interview.
13. The student will be able to locate and use various resources in the community, such as employment bulletins, employment agencies, and people that could assist him/her in finding a job.
14. The student will be able to apply problem-solving techniques to deal with situations that he/she might find on the job, such as poor communication, prejudice, attitude and value conflicts, getting along with fellow-workers and supervisors.

15. The student will be able to identify the characteristics of several different educational or training programs, such as what jobs they prepare one for, cost of the program, and what is required for entrance and completion.

16. The student will be able to compare his/her interests, values, and abilities with those needed for specific education or training programs.

17. The student will be able to utilize various resources available, such as brochures, catalogues, and people in the programs, to explore education or training programs.

18. The student will be able to plan courses to take in high school to apply to his/her occupational choices.

19. The student will be able to apply for entrance into an education or training program, such as contacting the appropriate person, and correctly completing an application form.

20. The student will be able to apply problem-solving techniques to deal with situations that he/she might find in education or training programs, such as getting along with fellow students and teachers and maintaining a good grade average.

DIRECTIONS FOR WRITING PROGRAM GOALS

NOTE: This handout is provided for Steering Committee members so that they can become familiar with CPSS goal format and to gain expertise in writing additional goals for your career development program. The information to be learned and practiced is written for self-instruction so that each member may work independently. Once the techniques for writing program goals have been mastered, you will be ready to write goals that are not based on the present Student Questionnaire items for your school.

Part 1 Goals in the provided program goal list are based on career development skills identified in the Student Questionnaire. The questionnaire is designed to identify which of these skills students have already acquired and which of the skills students are lacking. Goals state what career development skills students should have after participating in the school's career guidance program.

Activity 1 Complete the following statement:

Program goals state:

A. How much students will be involved in career development activities

B. The skills students need to successfully plan their careers

C. Both A and B

ANSWER: B is correct. Program goals do not state how much students will be involved in career development activities.

Part 2 The career development skills identified by the questionnaire are only a sample of all skills needed by students. Because the questionnaire does not present a complete list of skills, goals may be based on other sources to provide a comprehensive set of goals for the school's career guidance program. Goals may be based on requirements of state and local educational agencies. They also may be based on career development skills, knowledge, and attitudes that are considered to be important to students in the professional judgment of the individuals involved in writing goals.

Activity 2 Complete the following sentence:

Goals written for your career guidance program may be based on:

A. Knowledge, skills, and attitudes considered to be important to students in the judgment of the individuals writing goals

B. Educational requirements of state or local agencies

C. Career development skills identified in the Student Questionnaire

D. All of the above

ANSWER: D is the correct answer. Goals may be based on all three sources listed in A-C.

Part 3 Goals are written to define the direction for your school's career development program. Taken together, the goals should identify most of the important career development skills, knowledge, and attitudes students would need to plan satisfying careers, no matter what type of career they choose. Goals enable students to know what they are expected to learn in career development activities. Goals also define the career development skills and knowledge the school is expected to impart to the students.

Activity 3 Complete the following statements:

Goals are written to:

A. Define the resources needed for the career guidance program

B. Define the skills and knowledge the school is expected to impart to the students in the area of career development

C. Define what knowledge, skills, and attitudes students are expected to acquire in career develop activities

D. A and B

E. B and C

ANSWER: E is correct. Goals define both what the school is expected to impart to the students and what the students are expected to learn.

Part 4 A goal has two main parts: actor and outcome.

A. Actor — The person or persons for whom a goal is written are the actors. Students should be the focus of your career guidance program. Therefore, goals should always have students as the actors.

B. Outcome — The outcome portion of a goal states what skill, knowledge, or attitude a student should have after participating in career development activities. The outcome should always be related to the area of career development.

Activity 4 Complete the following statements:

The persons for whom goals are written are:

A. Parents

B. Students

C. Teachers

D. All of the above

ANSWER: B is correct. All career development activities are planned to benefit students. Therefore, the goals of the program are written for students.

The outcomes stated in a goal:

A. Are concerned with career development

B. Describe the career development skills teachers will need

C. Tell what skill, knowledge, or attitudes students should have

D. A and B above

E. A and C above

F. B and C above

ANSWER: E is correct. The outcome portion of a goal states what a student should be able to do in the area of career development. The outcome does not describe skills teachers will need. The entire goal is written for students who should be the focus of a career guidance program.

Part 5 An outcome states what a student should be able to do. It should not state what activity the student is involved in to acquire the knowledge or skill. For example, to state that "The student will visit the state employment service" describes an activity, or a process, or an instructional method that could result in any number of skills from knowing the location of the employment service to being familiar with the services offered there. It would not be an acceptable goal because it describes an activity rather than the skill, knowledge, or attitude a student should have. Goal statements must identify the skills, knowledge, or attitudes a student should have. Goal statements should not describe the activities or processes or methods used to acquire the skill.

Activity 5 Decide which of the following statements describe behaviors (knowledge, skills, and attitudes).

A. The student will be able to describe the economic aspects of home management.

B. The student will meet with a counselor twice a semester.

C. The student will be able to identify the educational requirements for three occupations.

D. The student will attend a meeting on career planning sponsored by the local chamber of commerce.

E. The student will visit two employment agencies.

F. The student will contact the personnel managers of various local industries.

G. The student will be able to compare the advantages and disadvantages of different occupations.

ANSWER: You should have chosen, A, C, and G above. These statements describe skills and knowledge that students may possess. Statements B, D, E, and F describe activities or processes.

Part 6

Goals included in the CPSS Program Goal List are based on items 1-20 from the Student Questionnaire. The need for each item, as expressed by the students, has been recorded on Tables 41 to 45. These goals are written by use of both the questionnaire item and the corresponding statement on the table as references. The survey items are more specific than the tables. The statements on the tables are written in terms that are more technically correct (e.g., "occupation" as "career" rather than "job"). The goal that is written is a direct translation of the questionnaire items, using the language of the tables. For example, item 1 on the questionnaire is written:

"Have you learned how to explore your interests, abilities, and values?"

The corresponding statement on Table 41 reads:

"Exploring interests, abilities, and values."

Translating the questionnaire item into a goal, using the language of the tables, the goal is stated as follows:

"The student will be able to explore his/her interests, abilities, and values."

Note that the above statement has student as the actor and describes an outcome, the skill the student should have after participating in a career development activity.

Any goals that are not included in the provided CPSS Program Goal List should be written in the same format as goals that are included in the provided CPSS Program Goal List (i.e., student as actor, outcome stating a skill, knowledge, or attitude in the area of career development, etc.).

Activity 6

Which of the following would be acceptable goals for your career guidance program? If a goal is not acceptable, state why.

A. The student will be familiar with the entrance requirements of the schools of his/her choice.

B. The student will participate in at least two career development activities to be offered during free periods.

C. Teachers will be able to assist students in planning course selection for a given career.

D. The student will recognize the relationship of his/her abilities and interests to his/her career goals.

E. Ninth grade students will be able to relate the course they plan for finishing high school to their career plans.

ANSWER: A, D, and E are acceptable goals. They describe knowledge and attitudes students should have in the area of career development.

Goal B is not acceptable because it describes an activity students will take part in rather than the skill, knowledge, or attitude they should have.

Goal C is not acceptable because it does not have students as the actors.

NOTE: Activity 6 concludes this handout. If you had difficulty with more than one goal statement in Activity 6, then review this handout. If you missed one or less, inform the CPSS coordinator that you are ready to begin writing goals.

50. Program Goal

Career Development Skill Area	Goal No.	Priority
Goal		
Behavioral Objectives (Attach additional pages, if necessary.)		
Rationale for Selection for Implementation: (Projected Date for Implementation _____)		
Comments:		

51. Career Development Skill Area Priorities
(Date: _____)

	Area I	Area II	Area III	Area IV	Area V
Tentative priority based on student data on Table 40					
Final priority, taking into account graduate, family, and faculty/ staff data on Table 40					

A. _____ is assigned
priority A because: (give rationale below)

B. _____ is assigned
priority B because:

C. _____ is assigned
priority C because:

D. _____ is assigned
priority D because:

E. _____ is assigned
priority E because:

ATTACH ADDITIONAL SHEETS IF NECESSARY

52. Career Development Matrix*

Career Development Skill Area Priorities / Career Development Goal Ranks	Priority A Area: _____	Priority B Area: _____	Priority C Area: _____	Priority D Area: _____	Priority E Area: _____
1	A-1 Goal: _____ _____ %	B-1 Goal: _____ _____ %	C-1 Goal: _____ _____ %	D-1 Goal: _____ _____ %	E-1 Goal: _____ _____ %
2	A-2 Goal: _____ _____ %	B-2 Goal: _____ _____ %	C-2 Goal: _____ _____ %	D-2 Goal: _____ _____ %	E-2 Goal: _____ _____ %
3	A-3 Goal: _____ _____ %	B-3 Goal: _____ _____ %	C-3 Goal: _____ _____ %	D-3 Goal: _____ _____ %	E-3 Goal: _____ _____ %
4	A-4 Goal: _____ _____ %	B-4 Goal: _____ _____ %	C-4 Goal: _____ _____ %	D-4 Goal: _____ _____ %	E-4 Goal: _____ _____ %
5	A-5 Goal: _____ _____ %	B-5 Goal: _____ _____ %	C-5 Goal: _____ _____ %	D-5 Goal: _____ _____ %	E-5 Goal: _____ _____ %
6	A-6 Goal: _____ _____ %	B-6 Goal: _____ _____ %	C-6 Goal: _____ _____ %	D-6 Goal: _____ _____ %	E-6 Goal: _____ _____ %

*For area priorities, enter the career development skill area title in order of priorities A through E, based on data summarized in Table 40; for each goal rank cell, enter the goal number and percent of student needs based on data summarized in Tables 41-45.

53. Program Goals Selected for Implementation

Goal No.	Program Goal	Priority	Date Selected for Implementation

CAMERA READY MASTERS

B/M-5 Producing CDU's

CDU EVALUATION FOR _____

Instructor: _____ Goal No.: _____ Infusion Point: _____

BO No.	No. of Students Attempting BO	BO Achievement		Method Letter	No. of Students in Method	Helpful		Interesting		Student' Comments
		No.	%			No.	%	No.	%	

Form No. 21

54. Career Development Units and Evaluation Results.

Insert all approved career development units after this page. Also insert evaluation results with each CDU. (You may want to organize the CDUs by goal number.)

55. Annual Summary of CDU Evaluations (School Year 19__ – __)

1. Goal No. and Priority	2. CDU ID	3. Number of Times Implemented and Evaluated	4. Target Participants (Number & Description)	5. Actual Number of Participants	6. Behavioral Objective ID	7. Number of Students Attempting Objective	8. Number of Students Achieving Objective	9. Percent of Students Achieving Objective